

# MITTLERER SCHULABSCHLUSS AN DER MITTELSCHULE 2014

## ENGLISCH

25. Juni 2014  
8:30 Uhr – 10:40 Uhr

Platznummer (ggf. Name/Klasse): \_\_\_\_\_

**Teile A und B** Listening Comprehension Use of English 8:30 Uhr – 9:10 Uhr  
Ein Wörterbuch ist **nicht** erlaubt.

**Teile C und D** Reading Comprehension and Mediation Text Production 9:20 Uhr – 10:40 Uhr  
Ein **zweisprachiges** Wörterbuch ist **erlaubt**, elektronische Wörterbücher dagegen **nicht**.

Gesamtbewertung			Erst- korrektur	Zweit- korrektur
<b>Teil A</b>	<b>Listening Comprehension</b>	20 points		
<b>Teil B</b>	<b>Use of English</b>	20 points		
<b>Teil C</b>	<b>Reading Comprehension and Mediation</b>	30 points		
<b>Teil D</b>	<b>Text Production</b>	30 points		
<b>Summe</b>		100 points		

**Note**

Notenstufen	1	2	3	4	5	6
<b>Punkte</b>	100 – 84	83 – 67	66 – 50	49 – 33	32 – 16	15 – 0

**Erstkorrektur:** \_\_\_\_\_  
(Datum, Unterschrift)

**Zweitkorrektur:** \_\_\_\_\_  
(Datum, Unterschrift)

**Bemerkung:** \_\_\_\_\_

## A. LISTENING COMPREHENSION

No dictionary allowed

Part A:  
20 points/ \_\_\_\_\_

There are three parts to the test. You'll hear each part twice. At the end of each part you'll have some time to complete the tasks.

### Part 1 - Task 1

Lisa and Jack are in a museum in London. They are talking to a woman at the information desk. What does she say?

Some words or expressions in the phrases below are different from the text you hear. Write the correct ones on the lines. There is an example at the beginning (0).

(0) ... here on this level near to the section about popular art designers.  
*famous fashion*

(1) ... if you buy a ticket now you won't actually get in until this evening.

\_\_\_\_\_

1/\_\_\_

(2) ... the earliest ticket for you is ... 4.45, ...

\_\_\_\_\_

1/\_\_\_

(3) ... because the whole exhibition is very big.

\_\_\_\_\_

1/\_\_\_

(4) ... buy your tickets right now, show up tomorrow morning and go straight in.

\_\_\_\_\_

1/\_\_\_

(5) ... timed tickets for that and I don't think you'll get one until the 1<sup>st</sup> of August.

\_\_\_\_\_

1/\_\_\_

(6) ... but we're planning maintenance work at the moment, ...

\_\_\_\_\_

1/\_\_\_

(7) ... it's on the top floor. By September everything will be finished.

\_\_\_\_\_

1/\_\_\_

(8) ... you'll have to leave your personal stuff in one of our lockers.

\_\_\_\_\_

1/\_\_\_

8 points/

\_\_\_\_\_

**Part 2 - Task 2**

Lisa and Jack are now in the museum café. There they meet Emily.

Answer the following questions. Short answers are enough. There is an example at the beginning (0).

**(0) What is Emily doing at the museum?**  
*work experience*

(1) How long will Emily still work at the museum?

\_\_\_\_\_

1/\_\_\_

(2) When were students first able to go to the Centre?

\_\_\_\_\_

1/\_\_\_

(3) When can Lisa meet Emily at the Centre?

\_\_\_\_\_

1/\_\_\_

(4) What does Lisa find out about Emily's life in London? (**two** facts)

\_\_\_\_\_

1/\_\_\_

\_\_\_\_\_

1/\_\_\_

(5) What are Emily's plans for the future?

\_\_\_\_\_

1/\_\_\_

(6) How many people work at the museum?

\_\_\_\_\_

1/\_\_\_

**7 points/**

\_\_\_\_\_

### Part 3 - Task 3

Lisa watches a video about the Clothworkers' Centre on the internet.

Match the phrases (1–5) with the correct endings. Write the numbers in the boxes. There are two extra endings. Use each number only once. There is an example at the beginning (0).

The Clothworkers' Centre ...

**0** *is a short form for ...*

**1** gives visitors a chance to ...

**2** has a special study room for ...

**3** has extra studios for ...

**4** is only open to ...

**5** offers guided tours ...

	large groups.
	people studying textiles and fashion.
	only during public holidays.
	taking care of the collection.
	small groups of less than four.
<b>0</b>	<i>a longer title.</i>
	once a month.
	study textiles and fashion.

**5 points/**

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**B. USE OF ENGLISH**

No dictionary allowed

**Part B:**  
**20 points/\_\_\_\_\_**

1. Read the text about Andy Warhol and complete the sentences using the correct words from the box. There are some extra words in the box. There is an example at the beginning (0).

at ♦ by ♦ ~~he~~ ♦ his ♦ in ♦ into ♦ it ♦ of ♦ them ♦ their ♦ they ♦  
to ♦ which ♦ with ♦ who ♦ whose

Before Andy Warhol began transforming cans of Campbell's soup into icons of

Pop Art (0) he had a thing for shoes. Heels, flats, boots. Whatever.

And like (1) \_\_\_\_\_ soup cans, Brillo boxes and Marilyn Monroe, Warhol's footwear became art. 1/\_\_\_

Throughout the 1950s, he was turning ordinary things (2) \_\_\_\_\_ extraordinary things. Hence the fancy footwear. He made the shoes larger than life and gave 1/\_\_\_

(3) \_\_\_\_\_ a personality. 1/\_\_\_

Warhol began making money in the 1950s (4) \_\_\_\_\_ illustrating for 1/\_\_\_

magazines such as Harper's. He was an artist (5) \_\_\_\_\_ was fascinated by mass-produced items and this was what drew him to Campbell's soup can. 1/\_\_\_

Here was a thing (6) \_\_\_\_\_ was mass-produced by working-class people. 1/\_\_\_

Warhol became part of New York's rich and famous and began rubbing shoulders with international celebrities. He sought these people out because (7) \_\_\_\_\_ were how he wanted to be. 1/\_\_\_

You might not like everything you see, but Andy Warhol did some amazing stuff.

**7 points/**  
\_\_\_\_\_

2. Read the beginnings of the sentences (1–4) and match them with the appropriate ending (A–G). There are two extra endings. Use each letter only once. Write the letters in the boxes. There is an example at the beginning (0).

<b>0</b>	<i>Andy Warhol became widely known ...</i>
<b>1</b>	Andy Warhol went to New York ...
<b>2</b>	Andy Warhol really understood ...
<b>3</b>	Andy Warhol is a worldwide pop icon ...
<b>4</b>	Andy Warhol painted mass-products ...

<b>A</b>	how images influence our world.
<b>B</b>	although he started as a commercial artist.
<b>C</b>	that he painted stars and artists.
<b>D</b>	where he became famous.
<b>E</b>	<i>when he started illustrating for magazines.</i>
<b>F</b>	if he made his first movie.
<b>G</b>	like nobody else could.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>E</b>				

4 points/

**3. Read the following blog and fill in the gaps using the words in brackets in the correct form. There is an example at the beginning (0).**

You are (0 be) set on a career in fashion and you

\_\_\_\_\_ (1 look) for the right college now?

1/\_\_\_

Then the options can be overwhelming.

So far this year nobody \_\_\_\_\_ (2 produce) a list

1/\_\_\_

of the 50 Best Fashion Schools. But our college specialist Henry

\_\_\_\_\_ (3 have)! If you're planning to study fashion,

1/\_\_\_

we hope Henry's list \_\_\_\_\_ (4 help) you to make the

1/\_\_\_

right choice.

Maybe you remember Henry from his list of Top Ten Modelling Agencies in

Europe. Henry's list \_\_\_\_\_ (5 not change) much for

1/\_\_\_

six years. The last time he \_\_\_\_\_ (6 post) his list,

1/\_\_\_

it \_\_\_\_\_ (7 not tell) you about modelling agencies in

1/\_\_\_

Europe where English \_\_\_\_\_ (8 speak). This time

1/\_\_\_

it does.

Thanks to Frieda from Germany who told us that Henry's 2012 list

\_\_\_\_\_ (9 help) her to get in touch with one of the

1/\_\_\_

leading modelling agencies in New York.

**9 points/**





**C. READING COMPREHENSION and MEDIATION**

Dictionary allowed

**Part C:**  
**30 points/** \_\_\_\_\_

**READING COMPREHENSION (see text on pages 14–15)**

1. Six sentences are missing in the text. Read the sentences (A–I) and match them with the gaps (1–6) in the text on pages 14–15. There are two extra sentences. There is an example at the beginning (0).

- A They were made for everyone.
- B It started on college campuses.
- C But there were other benefits.
- D The result was not surprising.

~~E~~ ***The reasons are obvious.***

- F He decided to ask for help.
- G He was frustrated and gave up.
- H Soon the authorities reacted.
- I The riveted design was patented.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>E</b>						

**6 points/**  
\_\_\_\_\_

2. The following words have various meanings. Which of the meanings below is the one used in the text on pages 14–15? Write the correct number in the box. There is an example at the beginning (0).

<b>(0) comfortable (line 2)</b>	
<b>comfortable</b> Adjektiv <b>1</b> ( <i>Stuhl, Schuhe etc.</i> ) bequem <b>2</b> ( <i>Hotel</i> ) komfortabel <b>3</b> ( <i>Leben, Ruhestand</i> ) sorgenfrei <b>4</b> ( <i>entspannt</i> ) bequem	<input type="text" value="1"/>

<b>(1) appeal (line 3)</b>	
<b>appeal</b> Nomen <b>1</b> Aufruf, Bitte <b>2</b> ( <i>an Gefühle etc.</i> ) Appell <b>3</b> ( <i>Recht</i> ) Einspruch, Berufung <b>4</b> kein Plural Reiz	<input type="text"/>

1/\_\_\_

<b>(2) duty (line 37)</b>	
<b>duty</b> Nomen <b>1</b> ( <i>Verantwortung</i> ) Pflicht <b>2</b> ( <i>Arbeitszeit</i> ) Dienst <b>3</b> ( <i>Steuer</i> ) Zoll <b>4</b> Aufgabe	<input type="text"/>

<b>(3) token (line 40)</b>	
<b>token</b> Nomen <b>1</b> Zeichen <b>2</b> ( <i>als Geldersatz</i> ) Chip, Marke <b>3</b> Gutschein	<input type="text"/>

1/\_\_\_

1/\_\_\_

<b>(4) classes (line 42)</b>	
<b>class</b> Nomen <b>1</b> ( <i>Unterricht</i> ) Stunde <b>2</b> ( <i>Schüler</i> ) Klasse <b>3</b> ( <i>in der Gesellschaft</i> ) Schicht <b>4</b> ( <i>Studium</i> ) Kurs <b>5</b> ( <i>Kategorie</i> ) Gattung	<input type="text"/>

1/\_\_\_

**4 points/**

\_\_\_\_\_

3. Answer the following questions according to the text on pages 14–15. Short answers are enough. There is an example at the beginning (0).

(0) *How do people feel when wearing their jeans?*

*sexy / cool*

(1) What group of people were jeans originally made for?

\_\_\_\_\_

1/\_\_\_

(2) How did denim fabric change by wearing it?

\_\_\_\_\_

1/\_\_\_

(3) Why, in the 1950s, did people in the US start wearing jeans as everyday wear?

\_\_\_\_\_

1/\_\_\_

(4) Why did people from other countries want to have the new US fashion?

\_\_\_\_\_

1/\_\_\_

(5) What is the benefit of jeans fabric from a hygienic point of view?

\_\_\_\_\_

1/\_\_\_

**5 points/**

\_\_\_\_\_

4. Write down which person or group of people in the text on pages 14–15 could have said this. There is an example at the beginning (0).

(0) Danny Miller

It was incredible: 50% of them were wearing jeans.

It was my idea to create trousers that would last a lifetime.

(1) \_\_\_\_\_

1/\_\_\_

I wear them even if I'm not acting.

(2) \_\_\_\_\_

1/\_\_\_

There's no difference between us and any factory workers.

(3) \_\_\_\_\_

1/\_\_\_

I use scissors and a sharp knife to make holes in my jeans.

(4) \_\_\_\_\_

1/\_\_\_

The outcome of the experiment was very surprising.

(5) \_\_\_\_\_

1/\_\_\_

5 points/

\_\_\_\_\_

Platznummer (ggf. Name/Klasse): \_\_\_\_\_

**MEDIATION (s. Texte auf Seite 16)**

1. Ihre Schwester will eine günstige Jeans, die zu all ihren Schuhen passt und keine Markenjeans ist. Notieren Sie dazu die genauen Angaben aus der Katalogbeschreibung. Tragen Sie diese stichpunktartig auf Deutsch in untenstehende Tabelle ein. Zwei Angaben stehen bereits in der Tabelle. Lesen Sie dazu die Katalogtexte auf Seite 16.

Angaben ...	Charcoal Miner	High Street Raw	Unbranded Straight
zum Preis	reißen kein Loch in die Brieftasche		
zur passenden Schuhart			
zum Marken-aufnäher	Logo auf der Gürtelschleufe		

1/\_\_\_\_  
 1/\_\_\_\_  
 1/\_\_\_\_  
 1/\_\_\_\_  
 1/\_\_\_\_  
 1/\_\_\_\_

**7 points/**

2. Geben Sie die folgenden Sätze über die „Ruff Jeans“ sinngemäß in ganzen Sätzen auf Deutsch wieder.

*Ruff Jeans make a fine candidate as basic, rough jeans due to their exceptional durability and remarkable simplicity. Trust us – you won't get more value for your money.*

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**3 points/**

## C. Reading Text

### Why do we all wear jeans?

Millions of people, young and old, all over the world wear them: jeans. **(0)** \_\_\_\_ For some they are comfortable and easy. For others they are sexy and cool. Jeans mean different things to different people so does this explain their wide appeal?

It is a subject that is relatively unstudied, says writer Danny Miller, whose book *Blue Jeans*  
5 was published recently. In every country he visited - from the Philippines to Turkey, India and Brazil - Miller stopped and counted the first 100 people to walk by. **(1)** \_\_\_\_ In each he found that almost half the population wore jeans on any given day. Jeans are everywhere, he says, with the exception of rural areas of China and South Asia.

The initial success of jeans had much to do with their physical construction. They were first  
10 designed in the late 19th century as workwear for laborers on the farms and mines of America's Western States. When a Nevada tailor called Jacob Davis was asked to make a pair of sturdy trousers for a local woodcutter, he came up with the idea of reinforcing them with rivets\*. The trousers proved extremely durable and were soon in high demand. Davis realized the potential of his product but could not afford to patent it. **(2)** \_\_\_\_ He wrote to his  
15 fabric supplier, the San Francisco merchant, Levi Strauss. Levi's, as the patented trousers became known, were made in two fabrics: cotton duck (similar to canvas) and denim.

Paul Trynka, author of *Denim: From Cowboys to Catwalks*, knows why there was a preference for the denim version. "Because the denim became softer as it aged and because the way it wore reflected people's lives, it sold better," he explains. At first denim  
20 was sold unwashed and untreated but by the beginning of the 20th century workers began to realize they could shrink the trousers to a more comfortable fit. **(3)** \_\_\_\_ They became more durable and each pair of jeans began to tell the story of the worker and his work.

The explosion of denim into the world of casual wear had more to do with what jeans had come to symbolize. Before World War II jeans were only worn in America's Western States.  
25 In the East they were synonymous with romantic notions of the cowboy - rugged, independent and American, but at the same time rural and working class. When jeans did start to be worn as casual wear, it was a symbol of rebellion - the spirit captured by Marlon Brando in his 1953 film *The Wild One* and by James Dean two years later in *Rebel Without a Cause*.

\* rivets: Nieten

30 Dean and Brando wore denim off-screen, too. Both represented a subversive counter-culture: young American soldiers just returned from war, who rode around the US on motorcycles instead of moving to the suburbs and having children. **(4)** \_\_\_\_ It was not long before jeans were banned in schools from coast to coast which only added to the passion with which teenagers embraced them.

35 Outside America the trend was beginning to catch on as well. Many of the US soldiers stationed in Europe during the war were working-class boys from the Western States. While off duty they wore their jeans proudly. Wearing jeans represented an easier, happier American way of life, which Europeans wanted to buy into.

During the 1960s jeans had also spread to the American middle class. **(5)** \_\_\_\_  
40 protesting students began wearing them as a token of solidarity with the working class - those most affected by racial discrimination and the war draft.

But jeans were not only a symbol of democratization. They also put different classes on the same level. **(6)** \_\_\_\_ They were affordable and hard-wearing, looked good worn as well as new, and did not have to be ironed at all. They conformed to the body in a way that matched  
45 even the most finely tailored clothes and this became especially important for women.

In the decades after World War II, every youth subculture - from rockabillies with their wide turn-ups, hippies with bell-bottoms and punks with carefully arranged rips and tears - have put their stamp on jeans. Today, jeans are mostly sold pre-shrunk and pre-worn. In his book, Miller argues they have become so mainstream that they are now a symbol of the  
50 ordinary.

There may also be a very down-to-earth reason why jeans are so popular. It seems that the fabric has an as yet unexplained capacity to stay clean. Last year Josh Le, a student of Microbiology at the University of Alberta in Canada, wore the same pair of denim jeans for 15 months without washing them and then tested their bacterial content. He tested them  
55 again two weeks after washing them. The result? The bacterial content was much the same.

adapted from <http://www.bbc.co.uk/news/magazine-17101768>

## C. Mediation Texts

### ***Charcoal Miner Jeans***

These jeans are “tougher than steel,” and they are also 100% American-made. From the denim itself, which is woven at a plant in North Carolina, to the construction itself, the *Charcoal Miner* Jeans are planned and born in the United States. *Charcoal Miner* Jeans are one of the most widely known brands in the US.

The fit is an easy slim-straight, not too tight and not too loose, so they can be worn with cowboy boots and safety shoes and the price won't punch you in the wallet.

Denim Source: North Carolina ■ Fit: slim-straight ■ universal hardware

Other details: leather pocketbags, stone washed, logo on belt loop



### ***High Street Raw Jeans***

If you prefer your jeans on the skinnier side, *High Street Raw* is your best bet for a reasonably-priced raw jeans and what's more they are dramatically slim cut and genuine American.

The *High Street Raw* jeans feature an ordinary five-pocket styling so you know they're officially without any fancy details. There's not even a logo patch. They can be worn with boots, slippers and anything in between.

Denim Source: California ■ Fit: mid-rise ■ Minimal styling

Other details: five pockets, raw denim, pre-shrunk



### ***Unbranded Straight***

*Unbranded Straight* was created for those who want to enter the raw denim world but are unable to pay the price of a branded jeans. The leather patch is blank, the buttons are unbranded, there is no unnecessary sewing anywhere so they are the perfect choice with fancy sneakers.

The *Unbranded* is the slimmest fitting denim among all our models, but not to the point of being skin tight.

Denim Source: Japan ■ Fit: skinny-straight ■ Stone washed

Other details: blank buttons and leather patch





Platzziffer (ggf. Name/Klasse): \_\_\_\_\_

## D. TEXT PRODUCTION

Dictionary allowed

Part D:

30 points/ \_\_\_\_\_

### 1. Express your own ideas.

*Pupils at German schools should have to wear school uniforms.*

**Entscheiden Sie sich für oder gegen diese Aussage. Begründen Sie Ihre Entscheidung anhand von zwei Argumenten. Schreiben Sie einen Text von mindestens 40 Wörtern auf Englisch.**

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5 points/  
\_\_\_\_\_

### 2. You can choose either

**A. Correspondence: E-MAIL**

**or**

**B. Creative Writing: PICTURE-BASED STORY**

25 points/  
\_\_\_\_\_

#### A. E-MAIL

**Ihre Schulzeit geht demnächst zu Ende. Sie schreiben Ihrer englischen Freundin oder Ihrem englischen Freund eine E-Mail.**

- Erzählen Sie von
  - Ihrer beruflichen Zukunft, z. B. weiterführende Schule, Berufswahl, Ausbildungsbeginn, Eignung, Gründe, ...
  - Ihren privaten Plänen für das kommende Jahr

und gehen Sie dabei jeweils auf Ihre Erwartungen bzw. Bedenken ein.

- Schlagen Sie einen gemeinsamen Ferienjob vor, informieren Sie über
  - die Art der Tätigkeit,
  - die Notwendigkeit einer Bewerbung

und erkundigen Sie sich nach den Vorstellungen Ihrer Freundin oder Ihres Freundes.

**Schreiben Sie eine E-Mail von mindestens 150 Wörtern und verwenden Sie ein extra Blatt.**

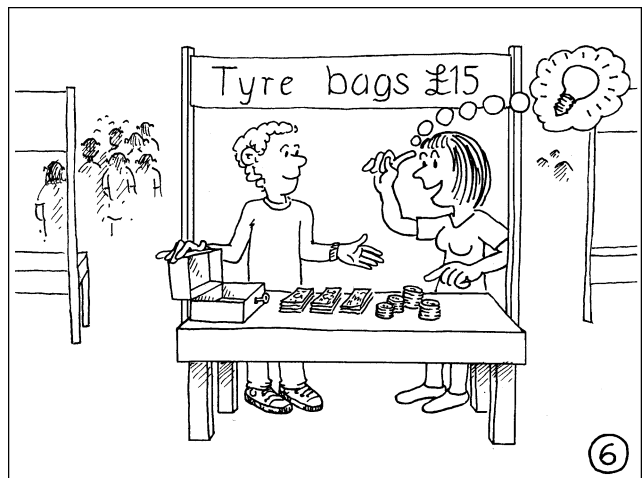
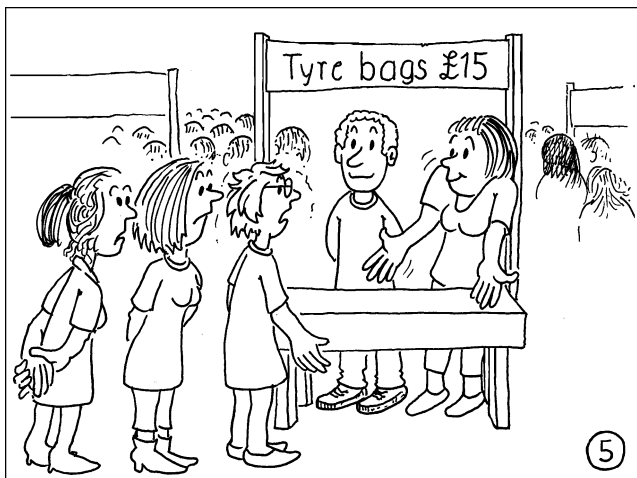
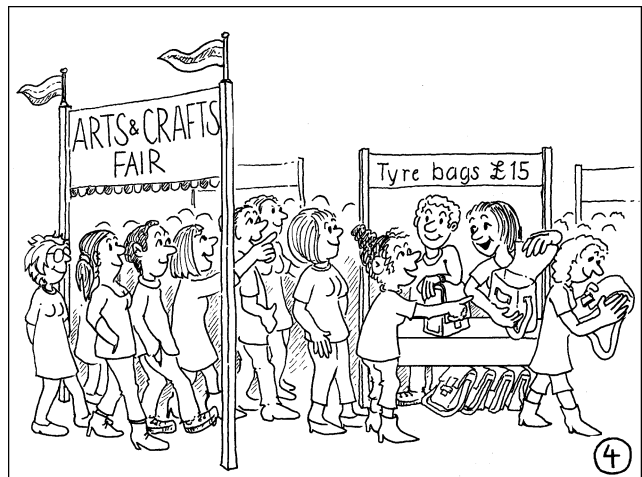
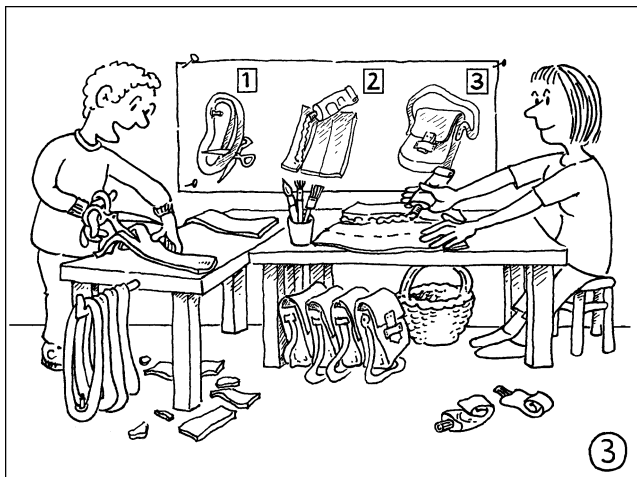
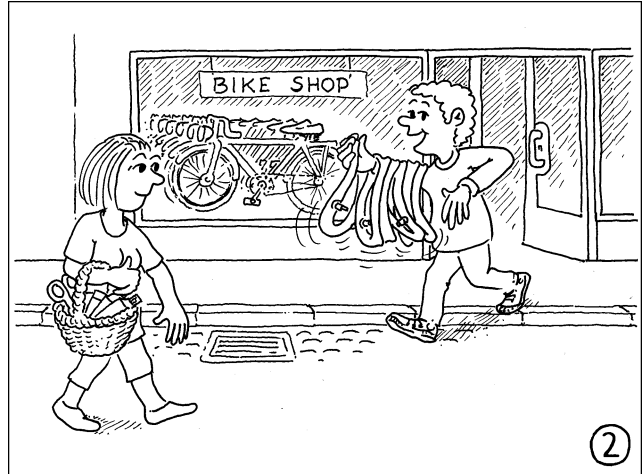
## B. PICTURE-BASED STORY

Betrachten Sie die Bilder und schreiben Sie dazu eine Geschichte auf Englisch.

Finden Sie eine passende Überschrift.

Beginnen Sie wie folgt:

*Last year Lucy and Marc ...*



Schreiben Sie eine Geschichte von mindestens 150 Wörtern und verwenden Sie ein extra Blatt.